FIRST BOOK OF LESSONS.

HOME EDUCATION

FOR THE

DEAF AND DUMB.

BY

J. BARRETT McGANN,

AUTHOR OF "SUFFERING HUMANITY",

HEAD MASTER OF THE TORONTO SCHOOL FOR THE DEAF AND DUMB.

TORONTO:

PRINTED FOR THE AUTHOR.

1863.

TPA 601



B.

MANUAL ALPHABET

FOR THE DEAF AND DUMB,

FORMED WITH THE LEFT HAND.



TR 601.

FIRST BOOK OF LESSONS.

HOME EDUCATION

FOR THE

DEAF AND DUMB:

BY

J. BARRETT McGANN,

AUTHOR OF "SUFFERING HUMANITY",
HEAD MASTER OF THE TORONTO SCHOOL FOR THE DEAF AND DUMB.

TORONTO:
PRINTED FOR THE AUTHOR.
1863.

Digitized by the Internet Archive
in 2019 with funding from
University of Toronto

https://archive.org/details/homeeducationfor00mcga

TO COLONEL WM. MERCER WILSON, L.L.D.,

WARDEN COUNTY OF NORFOLK.

My Dear Sir,

Having had the honor of dedicating to you a Work entitled "Suffering Humanity," (in two parts), of which this merely contains the Elementary Lessons of the second part, now issued in an abridged form, with the view of supplying a want hitherto felt by teachers and parents of intelligent deaf mutes, who are desirous of giving to this unfortunate class some preparatory instruction in the Common Schools, where a knowledge of the amount of their deprivation will not fail to enlist the tender sympathy of their more fortunate companions, amongst whom many will be found, kind in heart, fruitful in expedients, and gifted in mimicry, who will learn their sign language, assist them in their lessons, and by social intercourse, contribute to their happiness.

Bearing in mind the self-evident axiom that *where there is no language there is no religion*, and looking at the 750 deaf mutes scattered over the Province 20 of whom annually pass the time of life when they become incapable of receiving instruction, it is high time that energetic efforts be put forth to ameliorate the sad condition of this large class, whose spiritual destitution and moral helplessness has no parallel amongst the members of the human family.

You, my Dear Sir, and the County Council over which you preside, have nobly and generously made ample provision for the education of all the deaf mutes of "glorious old Norfolk," for whom I regret to state, accommodation could not be provided in our Institution, which sad fact renders necessary the publication of these Elementary Lessons for their benefit and others in similar circumstances.

With grateful remembrance of your benevolent co-operation to mitigate the sufferings of afflicted humanity,

I have the honor to be,

My Dear Sir,

Yours very faithfully,

J. B. McGANN.

HOME EDUCATION

FOR THE

DEAF AND DUMB.

FIRST BOOK OF LESSONS.

HAVING, from the commencement of my labours in the education of the Deaf and Dumb to the present time, advocated the practicability of giving to all the deaf-mutes of the Province at least two years primary instruction in the Common Schools, situate in their respective districts, and, very frequently submitted the feasibility of my project under the consideration of influential gentlemen, but failed to receive support or even encouragement, I now take this work on hands on my own personal responsibility, impressed with the belief that it will be productive of lasting benefits to those deaf-mutes who may, with the assistance of a benevolent teacher, carry into practical operation the graduated series of lessons devised for their special use.

The gratifying fact that there are at present sixteen deaf mutes under instruction in Common Schools, all of whom have made satisfatory progress, is of itself indubitable evidence of the practicability of the enterprise.

The inability of the "Committee of the Society for the Instruction of the Deaf and Dumb and the Blind," to open the doors of the Institution to the 90 applicants who crave admission into our School, imperatively demands instant action to rescue from misery, woe, and moral darkness 750 of our fellow creatures, 20 of whom every year unconsciously pass the time of life (25 years of age) to learn, after which

they fail to realize any benefit from book instruction; and, as a consequence, their whole lifetime is wrapped in the gloomy folds of mental darkness more dense than that which shrouds the faculties of the most benighted heathen, without the slightest conception of the attributes of the Creator who formed them, the Saviour who died for them, or the Spirit who sanctifies the children of God.

Parents labour under the erroneous impression that their deaf-mute children conceive the idea of God from the devotional exercise of the family, or the public services of religion on the Lord's day which they attend, and in which they apparently join; but after they have been educated, these deaf-mutes uniformly testify to the contrary. Mr. Hutton, a successful teacher of the deaf and dumb, who, from infancy lived among them, writes thus:—"I have never known a single instance of a deaf-mute forming for himself the conception of a Creator, Preserver, and Governor of the world, of the nature of the soul as distinct from the body, or of a future state of retribution and reward." Every teacher of the deaf and dumb corroborates this opinion.

Should we not then make some efforts, however feeble, to bring these children of silence and of sorrow within range of the blessed Gospel of peace. It is unseemly for the Christian Church to stand by and throw it over on the shoulders of the Government. Such an enterprise is the direct concern of every Christian, and an institution will only be effectual just in proportion as Christian men and women conscienciously recognize it as a personal christian duty.

"Shall we whose souls are lighted
By wisdom from on High,
Shall we to men benighted
The *lamp of life deny?*"

Shall we let them live and die practical heathens at our very doors, without hope and without God in the world?

I say it with feelings of poignant regret that the spiritual wants of the deaf-mutes of the Province have been shamefully neglected by professors of religion. May I then, under these circumstances, entreat the kind co-operation of my brother teachers in "this good work and labour of love."

The Principals of Deaf and Dumb Institutions in the States of America give directions in their Annual Reports "to teach deaf-mutes the manual alphabet, spell simple words, the names of their parents and friends, and of many familiar objects before they enter the Institution, as such a knowledge will be of great advantage and save much time; enabling him to accomplish more in a given time than by any other method." The fact that those of my pupils who had learned to form letters with a pencil before coming to school, and by writing, learned the names of some familiar objects, outstripped in four months their class mates of 12 months standing, testifies to the advantages which arise from previous training at the Common School.

This Work aims at a more extensive course than mere noun-names. When the pupil has learned the lessons which it contains he will be able to express a judgment of the mind in that language which is the vernacular of the country, and by which he may enter into mutual social communion with his fellow man—the great source of human ideas.

France, ever foremost amongst the nations of Europe to ameliorate the social condition of her afflicted people, has long since taken the initiative in this work, as we find that the "Central Society for the deaf and dumb" at Paris offered, in 1833, a prize for the best work on the Education of the Deaf and Dumb, which should be applicable to home instruction and to Common Schools. Only two entered the lists whose works did not then fulfil the required conditions, and consequently no award was made at that time.

In 1855 this proposal was renewed and succeeded in bringing into the field 18 competitors for the gold medal prize, which, on a review of the works produced, was adjudged to Abbe Carton. The work of Valade-de-Gabel was considered worthy of high distinction, and both were printed and extensively circulated through France with a view to give teachers and parents of deaf-mutes a knowledge of the system pursued in their education, so that they might receive in their respective districts some primary instruction before admission into an institution. Such a step is one in the right direction. It is calculated to confer lasting benefits upon those who may avail themselves of this opportunity, as they can at the common school learn the names of familiar objects, adjectives of color and dimension, and some familiar phrases and sentences in general use; and what is of equal value they will form a circle of friends among their school mates, who will be conversant with their habits, disposition, and phraseology; an acquisition which will, in due course, prove a valuable source of information to the mute after his return from the Institute.

It may be well to direct the attention of the teacher to some of the peculiar characteristics of the deaf and dumb before the light of knowledge enters the dark and dreary chambers of their mind, as well as the legal disabilities under which they indiscriminately labour. The parents of this unfortunate class regard them with great affection, and extend to them from infancy an indulgently kind hand. As they cannot hold intercourse with those around them, they must live within themselves, conscious of nothing but the mere animal life they live—conscious of none but bodily wants. Their inability to hear their own sound or the sound of others, makes the acquisition of language impossible to them. They have no names for their thoughts; and as words are indispensable to moral ideas, they must, in

point of law, be regarded as irrational beings incapable of discerning between right and wrong, and consequently not amenable to justice for the commission of crime. They cannot give evidence in a court of justice, exercise the functions of a freeman, sign a contract, deed, or will; hold or dispose of property; in short, they are placed on a level with idiots and lunatics. Alphabetic language restores them to all the privileges, rights, and immunities of civil life, and leads them to behold the power and goodness of God in the works of Creation; and we should hope, to lay hold on the precious promises of the Gospel which form the sum total of our faith in Christ.

As the eye of the deaf-mute is the chief conveyancer of pleasurable sensations to the mind, its power from constant exercise is strongly developed. This is quite evident from the unerring opinion which they form of human character by a glance at the countenance of the person with whom they come in contact; and so very correct is the judgment which they form that subsequent observation never alters it.

When any person inspires them with abhorrence, they ever afterwards regard him as an enemy and avoid him; they read the heart in the countenance, and take warning as we take warning by the murky clouds in the sky, and the ominous stillness of the atmosphere, when a tempest is at hand. Nature cannot lie, and it is the higher instinct of nature which has planted that terror in their breast—an instinct of self-preservation rather than of cowardly fear, which, at the first sight, tells them, Beware of that man. They discern between the generous and noble-minded, and the selfish, self-assertive and imperious nondescript. Once they lose confidence in you, subsequent acts of kindness to regain it are fruitless, till education gives them more ennobled feelings and thoughts, and imbues them with the spirit of religion to forgive as God forgives them.

The teacher must make it a matter of paramount im-

portance to win their esteem by kindness and good temper, and their confidence by truth, justice, and sobriety.

The age of admission into the Institutions in the States of America is from 12 to 25 years. The following extract, from the 42nd Annual Report of the N. Y. Institution, will, I trust, be read with that attention which its importance demands :—

"We have, in former reports, discussed at some length the question, 'Whether deaf-mute children could be advantageously sent to the Institution at an earlier age than that now permitted by the law for State pupils?' On this point, the result of several year's additional experience has but confirmed the views heretofore expressed, that if the period of instruction is limited to five, or at most seven years, for all but the few who may be selected for the High Class, it is far more advantageous to the pupil to have that period begin at twelve or thirteen than at an earlier age.

"We freely admit that deaf-mute children are capable of learning much at the age of seven or eight; and if the term of instruction could be consistently extended to ten or twelve years, we should be in favour of an earlier age of admission than that now prescribed. But since six or seven years, with a good system and a good teacher, are sufficient to give to most deaf-mutes as good an education as they require, provided they begin at the right time, and take for this education the most favourable years of youth, it would be unjust to the State to extend the term beyond what is necessary; and unjust to the deaf-mute to take him in school so early that he will fail to realize the full benefit of the term allowed.

"The State owes to its deaf-mute, as well as to its hearing children, the means of education; and since it is utterly impracticable to provide day schools within the reach of each deaf-mute child, the easier and far cheaper way is chosen to collect them into an Institution, thus securing much greater advantages of education at much less cost to the State; for fifteen teachers in an institution will teach well as many pupils as would require, to teach them in their homes, two or three hundred teachers. Still, the cost of supporting an institution is quite a large item in the annual expenditures of the State; and if an average of six or seven years to each pupil (except the few qualified for higher studies), can be made to suffice, we cannot expect the people of the State to sanction an extension to ten or twelve years,—involving a corresponding increase in the expense of educating each.

"Yet if pupils are admitted at the early age some advocate, either such an extension of the term must be made, or they will leave school so imperfectly educated as to be far less fitted for the struggle of life, far less qualified to become happy and useful citizens than their companions in misfortune who begin at what experience has shown to be the best age.

"It must be borne in mind that the study of written language is, for the deaf and dumb, a peculiarly difficult study. It tasks all

their faculties, demands judgment, perseverance, and the power of continuous application, as well as memory, and natural readiness of apprehension.

"It differs as much from teaching a child who hears and speaks to read and write, as for us the study of the many thousand arbitrary characters of the Chinese language differs from the simple learning to read and write, with twenty-six letters, of our own vernacular.

"If the term of instruction is to be limited at all, common sense teaches that the time should be chosen when our pupil is most capable of mental effort; when he not only learns most readily, but most firmly retains what he learns. This best time, as is proved, both by reason and experience, is the *period between twelve and twenty.* In these years, and in these only, the plasticity and quickness of youth are combined with a sufficient share of the resolute will and mental capacity of maturer years. In our own and other institutions this fact has often been exemplified. The same class of beginners has often comprehended pupils of seven or eight years only, with others of twelve to fifteen, and others begin of twenty years or more. The first are not unfrequently bright and ready scholars; but it is difficult to fix their attention; they are less capable than their older classmates of earnest, continued effort, and less sensible to the value of education. Their acquisitions are both less valuable and less permanent. The last class, those of advanced age, having lost too much of the mental activity of youth, are seldom able to contend on equal terms with their younger competitors in the mental race before them. They grow discouraged, and fall behind. The best scholars, who make the most steady progress, and derive the greatest benefit from the same term of instruction, are almost always the second class, who enter at twelve to fourteen." * * * * * * *

In the early history of deaf-mute education, efforts were made to teach articulation mechanically, but was abandoned in the British and American schools on the ground that in no case could it be made an available source of knowledge to the mind of the deaf-mute pupil. Dugald Stewart, the celebrated Scottish philosopher, who watched with anxious solicitude the laborious efforts of Mr. Braidwood at Edinburgh, disapproved of the system, which he said "*ranked only a little higher than the art of training Parrots and Starlings.*" The German Schools, however, differ widely in their views on the subject, and have, from the introduction of deaf-mute education in Germany by Heiniche, continued to give instruction in articulation in all their schools. In the Imperial Institution at Paris, classes are formed of

those pupils who, from some physical cause at an early age, had lost their hearing, but *had learned to speak* before becoming deaf, the results of which classification have been highly beneficial in restoring the lost faculty; but in cases of congenital deafness it has been abandoned altogether.

The system pursued in the British and American schools is founded upon the simple principle of elevating to as high a degree of excellence and development possible, the natural language of signs employed by the deaf and dumb, so as to make this language itself a complete medium of communication between pupil and teacher in all subjects introduced.

The system pursued in our school does not call into requisition the language of signs; but on, the contrary, ignores even those which the ingenuity of the pupil had devised before coming under instruction. We aim, as far as possible, at illustrating verbal ideas in the earlier stages of instruction by actions taken from the events which bring them into existence in the play ground, and on the farm, &c., &c., thus enabling the pupil to associate directly the idea with its representative in its printed, written, or manipulated form. This system is calculated, in a high degree, to stir up and develop the dormant faculties of the mind, and give it sound materials for the expression of thought.

We commence with the very simplest elements of language—the names of familiar objects, such as *pen*, *pin*, *cat*, *dog*, &c.; and by a graduated series of lessons, simple in subject and in language, one word being made a stepping-stone to another more difficult, till we reach the higher principles of language; and by the constant application of induction or analysis, travel on to the direct work of fixing ideas in the mind.

The qualifications of one who enters upon this philanthropic work with the view of promoting the intellectual, moral, and religious welfare of the unfortunate being whom he may instruct, consist in lowering his own mind to the

level of little children—*to become an older child among infants*, as the deaf-mute at the age of 20 merely possesses the amount of knowledge of a speaking child of 2 years of age. It is, however, true that their instinct of self-preservation, &c., approaches reason.

Be sure to exercise patience, a cheerful and happy temper, when engaged in the work of instruction, and never promise what you do not mean to perform.

MANUAL ALPHABET

(SEE FRONTISPIECE.)

The one-handed alphabet is decidedly superior in every respect to the two-handed, if we except the advantage which the latter possesses while conversing in the dark, when the sense of touch conveys more distinctly the forms of the letters of the two-handed alphabet. The various positions in which the hand is placed, and the manipulated forms used in the vowels as in the consonants, give to the one-handed alphabet a decided preference over the two-handed. But, apart from the decided advantage of distinct manipulation, the fact of only one hand being employed is a great personal convenience, for we can carry a parcel, cane, umbrella, &c., with one hand, and at the same time converse with the other.

WRITING.

Rule cut lines on a slate, at least one-and-a-half inch apart, in order to compel the pupil to move the fingers and wrist-joint in the formation of top and bottom curves. Boldness and rapidity of execution in writing depends, in a great measure, on the training of the muscles in the formation of large letters: indeed too much care cannot be observed on this point, and in the indispensable necessity

of extending the fingers full length on the pen, which should be held by the second finger and the thumb, the first finger being stretched lifelessly on the back of the pen or pencil, while the tip of the thumb is bent exactly opposite the first joint in the forefinger, and the pen jutting out at the second joint, and pointing to the right shoulder.

As writing is a very essential instrumentality in teaching language to deaf-mutes, it is a point of no slight importance to the pupil to contract a good habit in the beginning. A slate pencil should invariable be placed in a quill to guard against the crippled hold which is the inevitable result of writing with a short pencil.

Keep the wrist off the paper, and be sure that the movements of wrist and fingers be *simultaneous*. Instead of giving, as is usual in large hand, down strokes, let your parrallel lines be formed upwards in hair strokes, as a preventive against the crippling of the fingers in the effort of the unpracticed hand to bring it down weightily.

When the deaf-mute can form all the letters on a slate, he should be taught to *manipulate them* by one of his playmates, under the direction of the teacher; and when learned off promiscuously, they should be formed on the black-board, to show him that the combination of three or more of these becomes the representative of an object or idea—thus:

a b c d e f g h i j k l m n o p q r s t u v w x y z

pin.

Pick out three letters from the above, as *p i n*. Point to *p* and write it as above, point to *i* and join it to *p*, point to *n*, and join it to *i*. You have now the representative of an idea which may be conveyed to the deaf-mute mind by calling up one of the school-children who can read, and who, on seeing *pin*, will look for one in the sleeve or breast of his coat, and if not found there, will go, as it were, and seek for one among his school-mates, and bring it to the teacher, who smiles and bows by way of acknowledging the correct-

ness of the process. A second boy or girl will go through the same process. Another boy comes up to the black-board, reads the word *pin*, and brings it to the deaf-mute. Next take the letters *p. e. n.*, and make the deaf-mute write them, as in the former example. Call up his class-mate, who, on reading the word, will go to the desk and bring a *pen*. He will now, if smart and intelligent, catch the idea; if not, leave him to one of his class-mates, who will feel much pleasure in taking pains to convey the correct idea by other processes. Oh! how pleased and delighted will the mute feel, when he can interchange an idea with his school-mate. The words *pen*, *pin*, will now form a copyline, which he will write over and over again for two hours, after which he will spell them on the fingers for the same time.

The next process is to show him *a pin*, and, at the same time, spell it on your fingers. Same with *pen*. Show him a *pin* again, and tell him to spell it, and afterwards write the word on a slate. Same with *pen*. He may add the word *hat* to the foregoing. For the first month's instruction, the names of three objects familiar to the pupil is sufficient for a new lesson.

The forenoon of every day should be occupied in writing and spelling alternately, for one hour the repetition lesson, or those noun-names previously learned; and the afternoon in preparing a new lesson under the care of his class-mate.

Lessons.

1	2	3	4
pin	hat	cat	egg
pen	cup	dog	nest
hat	cap	pig	gun
box	pot	rat	book
jug	saw	mouse	bag

5	6	7	8
hen	fox	lamb	owl
duck	goat	ass	feather
goose	rabbit	ox	fly
pigeon	horse	bird	bee
crow	sheep	bed	louse

9	10	11	12
fish	louse	lock	boy
frog	watch	axe	girl
snake	chain	adz	child
worm	bell	awl	man
bug	quill	violin	woman

13	14	15	16
top	coat	shoe	bonnet
pie	nest	glove	ribbon
nut	pants	stocking	needle
nail	shirt	mitten	thread
tree	boot	frock	comb

17	18	19
brush	handkerchief	fence
cape	neck-tie	door
apron	collar	house
belt	button	bench
thimble	drawers	brush

When the pupil has learned 50 or 60 of the above objects, which can conveniently be shown, or their pictures pointed out to him, he may commence to *learn adjectives of colour* in a manner somewhat similar to that in which he has *learned the nouns.*

ADJECTIVES OF COLOR.

Lesson 20.

Black	white	red	blue
brown	yellow	green	purple
orange	pink		gray.

In conveying the idea of colour it is desirable to paint one or two of them in the presence of the pupil. We can daub a slip of white paper with ink, writing *black* under it. The yolk of an egg would answer for yellow, if paint cannot be had. Let me suppose that a slip of paper is painted *black*, write *black* under it, and point to a black hat, a black coat, a black cow, or other black object alternately with *black* on the paper; *each time* placing the forefinger of each hand in a horizontal position, and close by each other, signifying *equality*. This sign is the most important of the few we use. The pupil may not at once comprehend the sign, nor until he has learned adjectives of dimension. Next, point to a white slip of paper, and write *white*, pointing to every white object around you, and to white spots in a dress, &c., &c., over which move your finger. Point to a coat, rubbing your fingers over its surface; he may spell *coat*, in which case ominously shake your head and look disappointed, thus conveying to his mind that he has committed a mistake; pass the finger over its surface again, and write *black*. Point out the various colours in a dress, and write their names on the black-board.

You may now take an object of various colours as a *feather*. Show a *white feather*, and write its name and colour, as, *a white feather*. Show a black feather, a red feather, a blue feather, &c., objects easily procured, and write their names and colours. Spell the names of colours on your fingers, and let the pupil point them out for you.

EXAMPLES ON COLOURS.

Lesson 21.

a black coat	a black wafer	black cloth
a black glove	a black shoe	black ink
a black horse	a black hen	black paper
a black cat	black hair	black cows

Lesson 22.

a white plate	a white gown	white paper
a white glove	a white horse	white thread
a white hen	a white sheep	white soap
a white apron	a white dog	white cloth

Lesson 23.

a red face	a red book	red paper
a red door	a red coat	red ink
a red rose	red hair	red flowers

Lesson 24.

a blue cap	a blue flower	blue paper
a blue jacket	a blue feather	blue ink
a blue plate	blue cloth	blue flannel

Lesson 25.

a brown horse	a brown cow	brown hair
a brown coat	brown cloth	brown paper

Lesson 26.

a green frock	a green leaf	green cloth
a green jacket	a green ribbon	green glass

Lesson 27.

a grey coat	a grey bird	grey cloth
a grey horse	a grey cat	grey trousers

Lesson 28.

a yellow button	a yellow ribbon	yellow paper
a yellow book	a yellow napkin	yellow paint
a yellow bird	a yellow wafer	yellow chalk

Lesson 29.

a purple frock	a pink dress	a red apple
a buff vest	pink paper	a yellow flower
a drab great coat	a crimson curtain	a scarlet coat

Lesson 30.

a striped apron	a checked apron	a spotted frock
a striped gown	checked silk	spotted cloth
a striped vest	checked cloth	a plaid shawl
striped trousers	a spotted vest	a plaid vest

ADJECTIVES OF DIMENSION, &c.

Lesson 31.

Long	short	thick	thin	large	small
wide	narrow	high	low	crooked	narrow
great	little	tall	short	fat	lean.

These adjectives must be illustrated by objects contrasted in their qualities. For example, take a long and a short pencil, point to the long one, writing *a long pencil;* then showing the short one, writing *a short pencil.*

Boards having the following dimensions may easily be shown:—Long, short, thick, thin, wide, narrow; as, a wide board, a narrow board, &c.

A repetition of all the nouns previously learned and incorporated with adjectives should, for two weeks, be practised. It is by frequent reviews that words will be indelibly impressed upon the memory; indeed it is desirable that these repetitions should be enforced every day, from 9 till 12 o'clock. We learn language by hearing it frequently spoken; deaf-mutes learn it by frequently *seeing* it, either spelled, written, or manipulated.

We now arrive at that part of their education which requires the exercise of a judgment of mind in the incorporation of suitable adjectives with the names of those objects in sight, and which they have already learned: for example.

Write on the black-board the names of the following objects in the school-room.

Lesson 32.

a long pen	a long line	long hair
a short pen	a short line	short hair
a long desk	a long tail	long legs
a short desk	a short tail	short legs

Lesson 33.

a thick book	a thick coat	thick cloth
a thin book	a thin coat	thin cloth
a thick stick	thick paper	thin soup
a thin stick	thin paper	thick milk

Lesson 34.

a dirty boy	a dirty road	a clean shirt
a clean boy	a clean road	a dirty shirt
a dirty book	dirty hands	clean shoes
a clean book	clean hands	dirty shoes

Lesson 35.

a hard ball	a soft seat	a hard biscuit
a soft ball	a hard bed	a hard potato
soft bread	a soft bed	a soft potato
a hard seat	a soft biscuit	hard metal

Lesson 36.

a large book	large stones	a small fish
a small book	small stones	a large fish
a large shoe	a large house	a great fish
a small shoe	a small house	a large knife

Lesson 37.

a wide door	a narrow ribbon	broad tape
a narrow door	a wide road	a broad table
a broad ribbon	a narrow road	a narrow table

Lesson 38.

a high house	a low door	a high ceiling
a low house	a high tree	a low ceiling
a high bench	a low tree	a high wall
a low bench	a high hedge	a tall man
a high door	a low hedge	a tall boy

Lesson 39.

a big boy	a big man	a big dog
a little boy	a little man	a little dog
a big foot	a little foot	a big rabbit

Lesson 40.

a cold potato	hot meat	cool water
a hot potato	cold meat	warm water
a cold poker	hot water	cold hands
a hot poker	cold water	warm hand
a cold day	hot coffee	cold weather
a warm day	cold coffee	warm weather
a cold room	cool milk	hot weather
a warm room	warm milk	a cold wind

Lesson 41.

a straight stick	a straight line	straight pins
a crooked stick	a crooked line	crooked pins
a straight tree	a straight branch	crooked wire
a crooked tree	a crooked branch	straight wire

Lesson 42.

a fat girl	a fat cow	fat beef
a thin girl	a lean cow	lean beef
a fat man	a fat pig	fat bacon
a thin man	a lean pig	lean bacon

Lesson 43.

a smooth slate	a smooth shell	smooth stones
a rough slate	a rough shell	rough stones
a smooth desk	smooth skin	smooth paper
a rough desk	rough skin	rough paper

Lesson 44.

a light book	a heavy stick	light clothing
a heavy book	a light stone	heavy clothing
a light stick	a heavy stone	a light chair

Lesson 45.

a sharp knife	a blunt axe	a blunt needle
a blunt knife	a sharp razor	sharp shears
a sharp axe	a sharp needle	blunt shears

Lesson 46.

a fine jacket	coarse bread	fine thread
a coarse jacket	a fine towel	coarse thread
a fine shirt	a coarse towel	fine sand
a coarse shirt	fine cloth	coarse sand
fine bread	coarse cloth	fine calico

Lesson 47.

a new book	old milk	a new knife
an old book	a new cap	an old knife
a new jacket	an old cap	new shoes
an old jacket	a new house	old shoes
new milk	an old house	new clothes

Lesson 48.

. bench
. desk
. pencil
. crayon.

Prefix suitable adjectives to the above, as—

A long bench
A wide desk
A short pencil
A long crayon.

Lesson 49.

Write down the following adjectives:—

A yellow
A white
A long
A thick
A crooked

The pupil will affix the suitable object as follows:—

A yellow pin
A white collar
A long bench
A thick book.

The teacher should at this stage take all the nouns *already learned*, and write them on the slate or black-board, and tell his pupil to prefix to each suitable adjectives; and affix names to those adjectives of colour and dimension already learned.

Lesson 50.

Write unsuitable combinations and let them be corrected by the pupil as follows:—

A fat (desk)	Erase "desk" and
A black (shirt) . . .	write "man" in
A high (man) . . .	the blank space
A tall (door)	&c.

Lesson 51.

Correct the adjectives in like manner, leaving the nouns untouched.

Lesson 52.—*Two Adjectives before a Noun.*

A certain order of precedence is observed when an adjective of colour and of dimension, &c., precede a noun; the former is usually placed before the noun, a noun used adjectively excepted; and the adjectives, old, young, and new are similarly placed. It is desirable to form incorrect arrangements of the adjectives for the pupils correction; as, *a red large house*, drawing his attention to *house* and *red*, placing it in its proper place in the phrase, as, *a large red house*.

LESSON.

a large red book	a long low bench
a small red book	a tall black man
a long black feather	a little yellow bird
a short black feather	a long white string
a large brown horse	a short high bench
a small brown horse	a large thick blue book
a thin white frock	a long straight pole
a crooked yellow pin	a short narrow bench
a straight yellow pin	a long wide bench.

Correct the following phrases :—

a white slate	a red goose
a crooked gun	a fat door
a black little boy	blue two books
a yellow fat cow	a bird little red
a white large horse	large slates four.

NUMBERS.

1 one	8 eight	15 fifteen	40 forty
2 two	9 nine	16 sixteen	50 fifty
3 three	10 ten	17 seventeen	60 sixty
4 four	11 eleven	18 eighteen	70 seventy
5 five	12 twelve	19 nineteen	80 eighty
6 six	13 thirteen	20 twenty	90 ninety
7 seven	14 fourteen	30 thirty	100 one hundred

The time of the teacher need not be occupied in giving instruction, as any intelligent boy or girl in the school will be glad to render assistance to their unfortunate companion. The advantage to the pupils cannot be too highly appreciated, as manipulation will become a favorite practice, and a most effective instrument in making first-rate spellers ; besides this, the application of induction throughout the lessons will prove a valuable source of knowledge to those who witness the school-room processes. The teachers of the Port Hope and Peterboro' Schools—the best I have visited in Canada West—speak in flattering terms of the positive advantage of which the system will be productive to the pupils in whose presence instruction will be given to a deaf-mute ; but the gain sinks into comparative insignificance before the practical benefit that will arise from the deep sympathy which will be excited in the mind of youth, on behalf of their less favoured companion, to whom they will become fondly attached, and in after years assist to lighten the shadow resting upon him by their ability to converse with him and soothe his sorrows. The deaf and dumb are very sensible of kindness, and cherish a grateful remembrance of it.

Place 10 boys or girls in a class, and spell *one ;* he points to the first in the class : spell *two*, and so on till he knows their number by counting from the first to the required number.

Place 1 over the article, 2 over the adjective, and 3 over the noun ; showing that the article is placed before the adjective, and the adjective before the noun.

Lesson 53.

2 1 3
Black a hat
3 2 1
Bench long a
1 3 2
A shirt red
1 2 3
A red shirt.

} CORRECT THESE,

Lesson 54—*Plural of Nouns in* s.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
a pen	pens	a pencil	pencils
a key	keys	a coat	coats
a pin	pins	a stone	stones
a cup	cups	a tree	trees
a hen	hens	a slate	slates
a boy	boys	a ship	ships
a girl	girls	a window	windows
a cart	carts	a table	tables
a pig	pigs	a chair	chairs
a pan	pans	a vest	vests
a shoe	shoes	a plate	plates
a boot	boots	a quill	quills
a rat	rats	a letter	letters
a fork	forks	a desk	desks
a hat	hats	a hoof	hoofs
a nut	nuts	a fife	fifes
a dog	dogs	a dwarf	dwarfs
a pea	peas	a button	buttons
a cow	cows	a hammer	hammers

Lesson 55—*The Noun preceded by* an.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
an ant	ants	an elbow	elbows
an axe	axes	an image	images
an arm	arms	an owl	owls
an awl	awls	an onion	onions
an apple	apples	an oyster	oysters
an acorn	acorns	an oven	ovens

Lesson 55—continued.

an eye	eyes	an orange	oranges
an ear	ears	an urn	urns
an ear-ring	ear-rings	an uncle	uncles
an egg	eggs	an herb	herbs
an eel	eels	an hostler	hostlers

Lesson 56—*Plural in* es.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
a watch	watches	a brush	brushes
a coach	coaches		
a bench	benches	an ass	asses
a leech	leeches	a glass	glasses
a church	churches	a lass	lasses
an arch	arches	a crocus	crocuses
a match	matches	a box	boxes
a peach	peaches	a fox	foxes
a fish	fishes	a potato	potatoes
a dish	dishes	a negro	negroes

Lesson 57—*Plural of Nouns in* ies, ves, *& irregular.*

Plural in ies.

SINGULAR.	PLURAL.
a pony	ponies
a fly	flies
a lady	ladies
a baby	babies
a cherry	cherries

Plural in ves.

SINGULAR.	PLURAL.
a calf	calves
a leaf	leaves
a loaf	loaves
a staff	staves
a sheaf	sheaves
a knife	knives

Plural irregular.

SINGULAR.	PLURAL.
a foot	feet
a goose	geese
a tooth	teeth
a mouse	mice
a louse	lice
a penny	pence
an ox	oxen
a child	children
a man	men
a woman	woman
a sow	swine
a sheep	sheep
a deer	deer

In conveying plurality of idea, take one pencil and write down *a pencil,* at the same time holding up one finger; take up two or three pencils and hold up one, two, or three fingers after each other, erasing *a,* because it signifies one, and adding *s* signifying two or more. Try this with several other objects.

Write on the black-board the plural forms, thus—

s, x, z, o, sh, ch=*es.*

and write

dog fox ax church pig bench
dish ass bird desk ox.

Point to the last letter of dog, (i. e.) *g,* alternately pointing to *s* and *g,* to *x* and *g,* to *z* and *g,* *o* and *g,* &c. Give the sign of equality with the two fore-fingers, shaking your head and throwing off your hands, implying that there is no letter in the above of the same form; consequently *s* only is to be added to make the plural form.

Point to the last letter of fox, and compare *x* with *s,* putting your two fore-fingers closely together, and throwing the hands carelessly off; point to *x* in fox and *x* in the plural forms, putting your two fore-fingers together two or three times, quickly, and show by your countenance you have made out a similarly formed letter; and then passing the finger under *es,* add these to fox for the plural form, and so in like manner with the rest.

The singular number ending in *y*=*ies.* Plural is changed by cancelling *y* and replacing it by *i,* adding *es,* as in the the last rule; for *fe* to be cancelled in like manner, and replaced by *v,* adding *es.*

PLURAL OF NOUNS.

Lesson 58.

black oxen	low churches	red foxes
white sheep	large men	pretty babies
brown mice	small women	high steeples
red calves	great fishes	large churches
yellow lilies	little children	small dishes
green leaves	little lambs	low benches
white oxen	large tortoises	crooked fences
black sheep	white shirts	fat cows

The following adjectives may be incorporated in the singular and plural number, with nouns already known:—

cross	kind	strong	weak	learned	ignorant
dirty	clean	hard	soft	wise	foolish
cold	hot	cool	warm	rough	smooth
light	heavy		sharp	dull	
new	old		young	old	
square	round		wise	foolish	
dead	living		empty	full	
deep	shallow		deaf	dumb	
ragged	whole		hungry	thirsty	
pretty	homely		sweet	bitter	
some	many		few	many	
smooth	rough		fine	coarse	
wet	dry		well	sick	
lame	blind		torn	broken	
busy	idle		careful	careless	
lazy	industrious		clever	stupid	
drunken	sober		slow	smart	
happy	unhappy		good	bad	
obedient	disobedient		poor	rich	
			angry	pleased	

The pupil will at this stage learn the names of his parents, brothers, sisters, friends, and some of his schoolmates.

Lesson 59.

BRING, CARRY, SHOW.

bring a slate	carry a chair
bring two pencils	carry a stick
bring some books	carry a little boy
bring many books	show a large boy
bring two girls	show five girls
show a stone	show a tall tree
show a large tree	carry a desk

The above lesson is to be taught by manipulation, you may bring in the run of all the nouns and adjectives, as—bring a black cap; show a clean apron, &c., &c.

Lesson 60.

GOOD.	BAD.
a good pen	a bad pen
a good book	a bad book
a good horse	a bad horse
a good cow	a bad cow
a good dog	a bad dog
a good apple	a bad apple
a good egg	a bad egg
a good boy	a bad boy

DIRECTION.

bring a good pen
throw away that bad apple
throw away that bad pen
bring four large books
bring six small books

Manipulation must, for the future, be the chief instrument of instruction. To read well on the fingers is an important auxiliary in learning language.

EXAMPLES.

a busy boy	a lazy boy	an industrious boy
an idle boy	an honest girl	an angry girl
a careful girl	a cross boy	a kind man
a careless boy	a good boy	a bad boy
&c.	&c.	&c.

The pupil will now see that actions, like qualities, have names; and that, as the idea of quality has been conveyed to the mind by gestures, so will the idea of action be similarly conveyed in the various gestures and movements of the body, and its parts, imitative of the different actions employed by us in the events which bring them into operation. These signs are called "descriptive signs," and should invariably be performed in the action itself. Our signs for eating, drinking, writing, reading, are actions imitative of these operations.

Place a boy in a standing position, and write,

A boy standing.

Tell him to sit down, and, pointing to him, write,

A boy sitting.

A boy sits carelessly at his desk—point to him, and write,

A boy idling.

Pursue the same instruction in all the actions set forth in the following lessons:—

Lesson 61—*Intransitive Verbs.*

a boy standing
a boy running
a boy jumping
a boy playing
a boy idling
a boy quarrelling
a boy sneezing
a boy sliding
a boy coughing
a boy rising
a girl skipping
a girl running

a man riding
a man skating
a man coming
a man boxing
a man bowing
a man stooping
a man fishing
a man swimming
a man shouting
a man praying
a woman sitting
a woman walking

Lesson 62—*Intransitive Verbs.*

a girl dancing
a girl swinging
a girl spitting
a girl signing
a girl laughing
a girl curtseying
a girl leaning
a girl sobbing
a child falling
a child crying
a child smiling

a woman looking
a woman speaking
a woman frowning
a woman talking
a dog barking
a cat mewing
a duck swimming
a fish swimming
a duck diving
a horse trotting
a horse grazing

Lesson 63—Intransitive Verbs.

a bird flying
a pigeon tumbling
a ship sailing
wood floating
a stone sinking
a cat climbing
a cock crowing
a cat drowning
a woman singing
an ass braying
a watch ticking
soldiers marching
trees growing
stars twinkling
maps hanging
the sun rising
the sun setting
wind blowing
the sun shining
the boys running

Lesson 64—Intransitive Verbs.

a cow lying
a cow lowing
a cow grazing
a dog crouching
water boiling
snow falling
ice melting
a fire smoking
a fire blazing
a candle burning
many rooks flying
a little girl crying
some girls dancing
boys dining
trees shaking
two dogs fighting
a ball rolling
a bee buzzing
a pig grunting
a mouse squeaking

a man walking *and* a woman sitting
two girls *and* a boy dancing
a gentleman, a lady, *and* a boy coming

Lesson 65—Transitive Verbs.—1.

a woman washing
a girl sweeping
a girl sewing
a man sewing
a boy reading
a man sawing
a man digging
a girl knitting
a barber shaving
boys writing
a woman spinning
a womnn ironing
a squirrel climbing
a girl smelling
hens pecking
some women reaping
a poor woman gleaning
a farmer threshing
a milkmaid milking
a girl spelling

Lesson 66—*Transitive Verbs.*

a man engraving
a weaver weaving
a farmer ploughing
a joiner planing
a thief stealing
some men rowing
a gentleman smoking
a horse kicking
a boy eating
a horse drinking
a dog biting
a man printing
a mower mowing
a man carving
a gardener raking
a boy pumping
a porter carring
men building
a servant scouring
a bookbinder pasting
a boy striking
a girl counting
two boys lifting
a gardener planting
a cat lapping
a mason hewing

Lesson 67—*Transitive Verbs.*—2.

washing clothes
sweeping the floor
sewing a shirt
sowing grain
reading a book
sawing wood
digging a garden
knitting a stocking
shaving a man
writing copies
shooting a bird
engraving a picture
weaving cloth
ploughing a field
planting wood
stealing money
rowing a boat
smoking a pipe
kicking a boy
eating bread
drinking water
biting a boy
spinning wool
ironing clothes
climbing a tree
smelling a rose
pecking barley
reaping corn
gleaning wheat
threshing oats
milking a cow
spelling words
begging money
carving beef
raking a walk
pumping water
carrying a trunk
building a house
scouring a room
pasting a book
striking an ass
counting pencils
lifting a bench
planting flowers

We must, at this stage of instruction, change the phraseology by which the pupil expressed a judgment of the mind, and bring into use the verb *to be* in the following manner:—

a black cat	=	that cat is black
a crooked fence	=	that fence is crooked
a pretty lady	=	that lady is pretty

The following process will give him a faint idea of the verb *is* and its use as a copula.

	crooked	table
(a)	fat	copy book
(a)	red *is*	goose
(a)	tall	door
(a)	high	tree *that*

Erase *a*, and draw an angular line from the suitable adjective, *crooked*, to the object *tree*; place *that* before it and write it down thus—

That tree *is* crooked,

The line which joins the object and adjective connects them and is = to *is*. Point to the picture of a man or boy in a book, and write—

A boy standing.

Tell one of the boys to stand and write—

That boy *is* standing.

Point to other pictures or models and do likewise, conveying the idea of existence by feeling the person or thing, and pointing to the picture, feeling the paper with a countenance indicative of non-existence. When pointing to a picture we cannot say, "*that picture is Prince Albert*," but "*it represents Prince Albert*;" on seeing whom we say—"*that is Prince Albert.*"

We disuse the terms, "*ragged boy*," "*a large tree*," "*a cunning girl*," &c., &c., and write, *that boy is ragged, that tree is large*, &c.; and when this form be thoroughly impressed upon the mind of the pupil, we change the singular form of the sentence into the plural, thus—*Those trees are large*, &c., &c.

The lesson conveying the idea of *who* and *what* is the

most difficult of the whole course, and taxes the patience and ingenuity of both teacher and pupil to the very uttermost.

We must, in the first instance, fall back upon the adjectives of color and write—

A red what? a yellow what? a brown what? a white what?

canceling the *what*, and writing in its place the name of the object sought, as—

A red feather	(*showing it.*)
A yellow pin	(*showing it.*)

When you point to *what*, look around and show some object to which the adjective may be suitably joined.

A long board	A short board

Reverse this order and write—

1 (what) is tall?	4 (what) is short?
2 (what) is yellow?	5 (what) is high?
3 (who) is tall?	6 (what) is tall?

Cancel the interrogatives and write the subsequent or answer to the question in its stead, thus:—

1 that tree is tall	4 that pencil is short
2 that pin is yellow	5 that door is high
3 that boy is tall	6 that horse is tall
....(who) is cross?	(who) is kind?
....(what) is fat?	(who) is fat?
....(who) is ragged?	(who) is clean?
....(what) is lean?	(who) is lean?
....(what) is pretty?	(who) is pretty?

WHO AND WHAT APPLIED TO ACTIONS.

1 (who) is running?	1 (who) is smiling?
2 (what) is walking?	2 (what) is walking?
3 (who) is sitting?	3 (who) is writing?

Erase the interrogative pronouns, and replace them with the appropriate nominatives, as follows:—

1 that girl is running	1 that man is smiling
2 that horse is walking	2 that cat is walking
3 that girl is sitting	3 that boy is writing.

Lesson 68.

AFFIRMATION AND NEGATION OF QUALITY.

SINGULAR.	PLURAL.
That boy	Those boys
This girl	These girls
That slate	Those slates
This pencil	Those pencils
That boy is fat	That boy is not fat
That girl is tall	That girl is not tall
This slate is broken	That slate is not broken
This pencil is long	That pencil is not long

Who is fat? what is long? what is broken?

Form the plural number of the above.

Lesson 69.

AFFIRMATION AND NEGATION OF ACTION.

That boy is not jumping	That boy is jumping
This boy is sitting	That boy is not sitting
That horse is running	That horse is not running
This girl is smiling	That girl is not smiling
That girl is crying	That girl is not crying

Form the plural of the above, and ask questions in the singular and plural form in the *affirmative only*.

Bring some slates	Bring many slates
Bring some books	Bring many books
Bring some pencils	Bring many pencils.

Lesson 70.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Lesson 71.

HABITUAL TENSE.

A man walks	A gentleman rides
A boy writes	A baby cries
A girl sews	A baby smiles
A lady smiles	A boy swims, &c., &c.

The teacher will now fall back on the present participles, expressive of action, (see page 30,) as—*A boy standing, &c.;* and change these into the habitual tense, expressive of the habits and characteristics of persons and animals. For example, a boy stands; a boy writes, reads, runs, eats, walks, drinks, plays, jumps, laugh, swims, &c., &c.

A girl sews, dances, reads, cries, hops, &c.
A woman knits, works, sews, walks, &c.
A man dances, works, talks, swims, &c.
A horse trots, drinks, runs, swims, &c.
A duck swims, dives, flies, eats, drinks, &c.
A man works, a woman sews, a girl knits, a child cries, a goose swims.

The greatest care should be observed in conveying to the mind of the pupil clearly defined ideas on the *habitual* present (*a boy writes*), and the *actual* present, (*that boy is writing.*) The former implies that the action is habitual, while the latter indicates that he is now engaged in it. The following questions put alternately on each form of the verb, will, in a little time, convey the correct idea, and enable the pupil to discern between these tenses:—

Who drinks? who is drinking?—(suiting the action to the last question.) Who writes? who is writing? what walks? who is walking? what is walking? who reads? who is reading?

These questions should be put, and answers given, in alphabetic language.

The words *often* and *sometimes* may now be taught in connection with the habitual tense, as, *that boy laughs often, that girl laughs sometimes*, &c., &c.; "*now*" may be taught in connection with the *actual* present, as, *that boy is jumping now.*

Lesson 72.

Does a boy laugh? Yes, often.
Does a horse laugh? Never.
Does a cow dance? No, never.
Does a pig swim? Sometimes.

Does a hen swim? No.
Does a boy fly? No.
Does a goose fly? Yes, sometimes.
Is that boy cross? Yes, sometimes.
Is that boy idle? No.
Is that man working? Yes, that man is working.
Is that slate broken? No, that slate is not broken.

Here take the run of all the adjectives and verbs in the form of questions.

What flies? What eats?
Who flies? What swims?
Who cries? Who plays?
What cries? What is James doing?
What is Jane doing? &c., &c.

Lesson 73.

A pen
A desk
A pencil
A slate
} four things.

A horse
A cow
A pig
A fish
A bird
A worm
} six animals.

A man
A boy
A girl
A woman
A child
} five persons.

A pen is a thing.
A desk is a thing.
A horse is an animal.
A boy is a person.
A fly is an insect.
A woman is a person.
A slate is a thing.

Lesson 74.

A horse is not a person.
A slate is not an animal.
A cow is not a thing.
A watch is not a person.
A man is not a thing.

Is a boy an animal? No, sir.
Is a slate a thing? Yes, sir.
Is a book a thing? Yes, sir.

The idea of "*thing*" may be conveyed by contrasting it with movement—by an insect or animal in sight. Animal may be contrasted with person—the former unable to think, &c., &c., the latter able to read, write, &c.

Is a horse an animal? Yes, a horse is an animal.
Is a negro a person? Yes.
Is a slate an animal? No, a slate is not an animal.

Lesson 75.

TRANSITIVE VERBS.

Present, habitual, indefinite.	*Present, actual or imperfect.*
A dog chases a hen.	That dog is chasing a hen.
A girl sews a frock.	That girl is sewing a frock.
A cat scratches a child.	That cat is scratching a child.

It is advisable to exercise the pupil on all the verbs already learned under this form, and to change the singular form for the plural, and *vice versa*.

INTERROGATION.

Who? What? Does? Is doing?

In the phrase, "*a dog chases a hen*," the teacher will point to "*who*," with the view of finding the subsequent, or answer to the question, and show him that *a person* does not appear in the phrase. Point to "*what*," and he will point to "*a dog*," and to "*a hen*." Point to "*does*," and he will point out what we may regard its synonym—the present habitual, "*chases*." Point to "*is doing*," and show that there is no verb in that phrase terminating in *ing*. Extend this interrogative form as,—Who eats? Who

is eating? What chases? A dog chases. A dog chases what? What does a dog chase? What is a dog chasing? &c., &c.

Who, does, is doing, and *what*, should be used in a similar manner with all the phrases, till the pupil becomes well acquainted with their use and meaning, and perceives the assertion and time contained in the verbs.

PROPOSITIONS.

Lesson 76.—1st Scale—*see note.*

A book *on* a desk.	A hat *on* a table.
A book *in* a desk.	A book *under* a slate.
A book *under* a desk.	Some butter *on* a plate.
An inkstand *in* a desk.	Some money *in* a purse.
A slate *in* a desk.	Some flour *in* a barrel.
A pen *in* an inkstand.	A boy *at* a desk.
A man *on* a chair.	A girl *at* a door.
A pencil *on* a floor.	A hat *over* a door.
A girl *behind* a door.	A man *behind* a chair.

The teacher will prefix to each phrase, *there is*, or, *I see, as*—

There is a book *on* a desk. I see a hat *on* a table.

As the foregoing lessons embrace a year and six months' course in a school for the deaf and dumb, where classes have, for six hours each day, the undivided attention of a professional teacher, well versed in the practical application of all the school-room processes employed in the art of instruction, it is not expected that a non-professional teacher, having the supervision of a Common School, and who cannot devote more than a few minutes each day to the direct instruction of a deaf-mute pupil, will be able to put him thoroughly and well over these series of lessons in less than three years, and not even in that time unless he have the occasional assistance of some of his intelligent scholars. There are some deaf-mutes who, having been kept at home and not permitted to associate with their hearing and speaking friends, are very dull, and cannot learn more than the noun-names in the time specified.

Let us bear in mind that the only way by which we may best secure our own earthly happiness is to promote the

happiness of others, more especially those whose infirmity isolates them from the main portion of the human family. It is, therefore, our bounden duty to remedy what may be called the greatest of human evils, by cultivating what proves to every man to be the greatest of human enjoyments—intellectual gratification.

The process by which we associate clearly defined ideas to personal, possessive, and relative pronouns; to transitive and instransive verbs, prepositions, adverbs, abstract terms and idiomatic phrases, will be published in full when permanent provision be made for a Provincial Institution. A few scales of the process by which ideas are attached to primary prepositions in their respective relations to *time, means of action, movement,* (place and direction), *rest, and cause and purpose of an action* are given with the view to show the intellectual character of these graduated scales, of which there are seven employed.*

The prepositions (*to, into*) expressing motion may be taught in connection with those of *rest* by way of contrast, as, *There is a slate in that desk* (pointing to the slate; and then requesting a boy to put a slate *into* a desk; or, a pen *into* an inkstand, directing the attention of the pupil to the *movement,* showing that it is the agent employed to change the preposition *in,* to *into.* A few similar examples will convey a distinct, relational idea of *rest* and *motion.*

The pupil is, at this stage of his progress, unable to apply prepositions which express both *place* and *direction, agent and means of an action, time, &c.,* nor can he attempt it, till he be able to apply the personal pronouns, and discern between verbs active, neuter, and passive.

* In the first scale, we place, *unobserved* by the pupil, the objects by which the prepositions may be illustrated when *rest* is defined, as there is a book *on* the desk, there is a crayon *in* the box, there is a pen *under* the table. Let him observe you when defining movement, as, that boy has put a book *upon* the desk, that girl has put a crayon *into* a box, that man has put a pen *under* the table. Under implies both *rest* and *movement.* We may say a boy jumps *in* a room, and a boy jumps *into* a room. The latter implies place and direction.

SCALE 6TH.

Under, over, at, to, into, of, from, on, upon, by, in, after, with, &c., &c. Arrange these under their proper heads in the diagram below.

PLACE OR REST.	MOVEMENT.		TIME.	AGENT, OR MEANS OF ACTION.
	PLACE.	PLACE AND DIRECTION.		
under. over,	under, over,	into,	at, in,	by. with,
at, on, in, by.	to, *of, from,	upon.	after,	through,
before,	after, before,	~~out of.~~	between,	&c.
behind,	in, on,	~~down.~~	before,	
between, &c.	between, &c.		since, &c.	

* This has twelve different significations, to all of which correct ideas must be annexed.

Point out a preposition (*on*) in the above diagram in relation to "*rest*," and let the pupil incorporate it in a sentence in connection with a visible object in the schoolroom, as There is a pen *on* the desk; There is a hat *on* the table. Point out a preposition (*to*) in relation to movement in connection with an occurrence presented during the day, as James has walked *to* school. Point out "*with*" in relation to "means, &c."; James has struck me *with* a whip. Next, point out *in* in relation to time; as That girl came to school *in* the morning. Point out one (*into*) in relation to place and direction; He put a handkerchief *into* his hat.

In the above diagram it may be seen that "*in*" comes under the head of *rest*, *movement*, and *time*. To illustrate this, show a pen *in* an inkstand, jump *in* a room. He will come *in* the morning.

Next, take the preposition *into*. Stand at the door and jump *into* the room. Put a pen *into* an inkstand. Throw a ball *in* the room. Stand outside and throw a ball *into* the room. Stand on a board for a few moments. Jump *on* it. Stand on the floor, or on a table, and jump from either *upon* the board. If, as some very eminent philologists

assert, the preposition *upon* has become obsolete, surely, then, the preposition *into* must, on the same principle, be disused; but they are not, nor never will, for where place and direction is denoted in a movement, these prepositions (*into, upon,*) formed, as they are, of two separate prepositons expressive of *rest* in one relation and *movement* in the other, must be used to express the correct relation in which they stand to the noun or pronoun, or to the given action, implying *both place and direction*, or a change of place terminating in rest.

SCALE 7TH.

I saw a young lady and gentleman step a carriage which was drawn four horses.

There is a boy walking the bathing plank. He will jump it the lake.

There is a boy walking a bridge. There is a pencil the desk—Bring it me.

I have had good news..... my mamma.

I have received a letter 9 o'clock morning.

Have you had a letter.....your friend John. Have you heard him. Yes, I heard of him last week.

I walked the lake, jumped it, and swam it ten minutes.

The pupil will, with facility, fill up the blanks when he reflects on the nature of the verbs.

Grammarians may know a preposition by observing that it is not, like adverbs, moveable to another part of the sentence without destroying the sense, except in connection with the noun or verb to which it relates; and as the prepositions *up, down, over, on, under, through, &c.*, are used as abstract adverbs of place, implying both rest and motion, according to the verb which they may qualify, ingenious processes must be devised to enable the deaf-mute to discriminate between the modification of a sentence by an adverb, and the distinctive relational idea of the same word as a preposition.

Lesson 77.

Strong	weak	learned	ignorant
wise	foolish	just	unjust

Some men are strong Some men are weak
That young man is strong That old man is weak
Horses are strong Little children are weak
Some men are wise Some men are foolishh

GOD.

1. Some men are strong.
God is almighty.
Some men are wise.
God is all-wise.
Some men are learned.
God is omniscient.

We are weak, foolish, and ignorant.
God is almighty, all-wise, and omniscient.

2. Men are often weary.
God is never weary.
Men often sleep.
God never sleeps.
Men often err.
God never errs.
Men often forget.
God never forgets.
Men often change.
God never changes.

God is never weary. God never sleeps.
God never errs. God never forgets.
God never changes.

3. Men are often wicked.
God is holy.
Men are often unkind.
God is good.
Men are often deceitful
God is true.
Men are often unjust.
God is just.
Men are often cruel.
God is merciful.

God is holy. Good is good. God is true.
God is just. God is merciful.
Good men do wrong sometimes. God always does right.

4. All men have been children.
God has always been God.
All men will die.
God will never die.
God has never been young.
God will never be old.
God is eternal.

QUESTIONS.

2. Does God ever sleep? Does God ever err? Does God ever forget? Does God ever change?

3. Does God ever do wrong?

4. Will God ever die?

WHERE IS GOD?

5. God is in heaven and everywhere. We cannot see Him. He is a Spirit. The angels see Him. Good men will see Him in heaven.

6. We cannot see God, but God sees us always. He sees us in the dark. He knows all we do. He knows all we say. He knows all we think.

7. God loves and will reward the good. God hates and will punish the wicked. We cannot hide from God. We cannot deceive Him. We cannot escape Him. We must fear and obey Him.

QUESTIONS.

Where is God? Can we see God? What is God? Who see God? Where will good men see God?

6. Does God see us? Does God *need* light to see us? Does God know what we do, say, and think?

7. Whom does God love and reward? Whom does God hate and punish? Can we hide from God? Can we deceive or escape Him?

A man made this table	God made the trees
A man made this house	God made the sky
A man made this fire	God made the sun, moon, and stars
Aman made this chair	God made man, horses, cows, sheep, birds.
A man made this tub	God made rivers, lakes.

METHOD AND PROCESS

OF

TEACHING MECHANICAL ARTICULATION

AND

READING ON THE LIPS.

THE employment of Articulation and Reading on the Lips as instruments of instruction is peculiar to the German School on account of the regular orthography in respect to pronunciation being favourable in the way of success, while the many inflections of the French and English languages interpose insurmountable obstacles to those who cannot call into requisition the aid of the ear.

The following methods and processes are given in full from the pen of Rev. Dr. Day, who was specially commissioned to enquire into all sources of information bearing upon the education of the deaf and dumb in Germany, with the view to refute the arguments of Horace Mann, Esq., Chief Superintendent of Education, U. S., who, in one of his annual reports, speaks in glowing terms of the success which crowns the efforts of the German masters in teaching articulation :

METHOD OF INSTRUCTION.

Before describing the manner in which speaking is taught, without the aid of hearing, it seems necessary to observe, that *deaf-mutes in general possess perfect organs of speech !** They make involuntary, and frequently also voluntary sounds, and could they only hear

*Exceptions to this remark are rare. At Cologne, I saw a deaf and dumb boy, dwarfish in size, the orifice of whose throat seemed to be of double the ordinary size. He was able to make a variety of sounds, but not enough to represent the different articulations of spoken language ; at two other schools, also, I saw similar instances.

what sounds are made by others in speaking, would be able to imitate them, or in other words, to talk. As total deafness debars from all such knowledge, they necessarily remain silent or mute; in other words, they are dumb solely in consequence of deafness. Even where a child has already learned to talk, but subsequently at a tender age becomes deaf, he gradually loses one word after another, from no longer hearing them spoken, and finally relapses into silence.

The end proposed in teaching articulation is, by means of the eye, aided by the sense of touch, to supply to the deaf-mute the lost sense of hearing. As different sounds represent themselves, each in a different manner, on the lips, or in the position and play of the vocal organs, although frequently with very slight variations, the effort is made to accustom the deaf-mute to notice and recognize these positions and variations on the one hand, and on the other, to imitate them himself, with the addition of those missions of sound of which he is naturally capable. In this process, nearly every teacher has certain peculiarities of his own, although in the main they do and must agree. In the following description, Mr. Hill's course has been generally preferred, as being on the whole as successful as any, with occasional reference, also, to other teachers and published works.

1. *Qualifications required in an instructor.* In order to be a successful teacher of articulation, according to the German measure of success, it is necessary to have, *first*, well formed and perfect organs of speech, and a correct pronunciation; *secondly*, an accurate knowledge of the vocal organs, and of their positions and motions in the production of different sounds; *thirdly*, skill in making the deaf-mute perceive the different motions of the mouth, and teaching him to imitate them himself; and *finally*, "infinite patience." "The difficulty," says one, "consists more in the expenditure of strength, which the exertion of teaching the deaf and dumb to articulate requires, than in the understanding of what is to be done, which demands no special genius."

2. *General description of the method of teaching.* In order to make the pupil acquainted with the position of the organs necessary for the production of the sounds of language, the teacher places his own organs in the necessary position, makes the scholar by sight and feeling notice these positions; encourages him to do the same himself; and finally, proceeds from simple to composite sounds, that is, to syllables and words, and from these to sentences.

As *apparatus*, a looking-glass, in which the pupil may view the position of his own mouth, as compared with that of the teacher's, and a paper-folder, used to direct the motions of the pupil's tongue, are generally employed. Such contrivances as india-rubber tongues, the expediency of which has sometimes been suggested, are in fact never resorted to. Some teachers, instead of a paper-folder, put their fingers into the scholar's mouth. This Mr. Hill discountenances, on the ground, among others, that "sometimes unwittingly and sometimes on purpose, the scholar is in danger of biting it."*

*I shall never forget the unpleasant impression made upon me, in watching the efforts of a little deaf-mute who had been at school

One of the earliest requisites in such a course, is evidently the power on the part of the deaf-mute of making voluntary sounds. When the hearing is only partially lost, or the child has become deaf after having once learned to talk, and in certain other cases, there is no peculiar difficulty. Sometimes, on the other hand, considerable time and labor are spent in making the pupil understand what is required of him. At Leipzig, I saw a little girl who had been under instruction a couple of weeks, but without making any progress. Day after day, she had been called up, and the teacher had pronounced the usual sound *a* (a as in father,) with the customary devices of prolongation and percussion, placing her little hand before his mouth and under his chin, to show her that the breath must be strongly expired, and a jar be made in the vocal organs, but all to no effect. She placed her hand, as she was directed, before her own mouth and under her chin, breathing strongly enough, but making no sound. As I saw her from time to time, on my visits to the school, with her mouth wide open, but in complete ignorance of the manner of producing the jar she noticed in her teacher, I became interested in the case, and requested the teacher to inform me, as soon as he succeeded. In the course of the week, he brought me word that she had overcome the difficulty. When his own patience was nearly exhausted, another deaf and dumb girl had undertaken the matter, and instantly succeeded. Very possibly, the teacher himself would have attained the same result, had he continued his efforts a moment longer. The child, it appears, had first succeeded in making a sound when her hand was under her chin; and in consequence, such an association between the vibration and the position of the hand was established in her mind, that in no other way was she able for some days to make any sound at all. The instant her hand was removed, the sound ceased.

The process of instruction is exceedingly slow and elementary, and requires that only one scholar be taught at a time. Seating himself beside a window, so that the light shall fall fully upon his face, placing his head in an easy position, and bringing the scholar before him in such a manner that the pupil's eye shall be on a level with the teacher's mouth, the latter commences with a single sound, and then gradually passes on to others, until all are exhausted. It

not quite three months, and to whom the instructor was labouring to teach the articulation of the letter *s*. The child did not bring his tongue far enough forward, and the only sound he made was that of *sch*. (*sh*.) A quarter of an hour the teacher spent in endeavoring to remedy the mistake, frequently running his paper-folder into the child's mouth, and pressing down his tongue, but without success. The exercise, it was evident, was laborious to the teacher, and towards the end, especially, most painful to the scholar. Indeed, at last the child lost all courage, and appeared the perfect image of despair. Although compulsion is sometimes obliged to be used, yet, on the whole, nothing connected with articulation appears so really surprising, as the degree of patience exercised by the pupils.

deserves to be noticed, although it cannot be said that one has borrowed the improvement from the other, that in Germany, both in the schools for hearing children and the deaf and dumb, the *sounds* of the letters of the alphabet are taught instead of the names. For deaf-mutes, indeed, no other source would be practicable.

The best *order* in which to teach the sounds of the alphabet varies somewhat with different pupils; and hence it is the practice of the best teachers, as early as possible, to try all the sounds of the alphabet, in order both to test the pupil's capability, and ascertain to what points their attention must be specially directed. Generally, however, experience has shown the following order to be as successful as any, viz: *h*; *a* (*ah*), *u* (*oo*), *i* (*ee*); *p*, *t*, *k*, or *b*, *d*, *g*; *o*, *e*, (*a* in fate); *au* (*ou*), *ai* (*i* in lion); *f*, *s*, *ch*, (the last a peculiar sound); *w* nearly *v*), *f*, *j*, (*y*); *ä* (or *ae*); *b*, *d*, *g*, or *p*, *t*, *k*; *sch* (*sh*); *m*, *n*, *ng*; *l*; *r*; *ö*; *ü*; (the two last have a peculiar sound.) Care must be taken not to practice the pupil too long on the consonants alone, but, as soon as possible, to bring *k* and *t*, for instance, into connection with the vowels, in the formation of simple syllables. This is the first stage. With some variations in the order of the letters and syllables, relieved also by exercises in learning to make the written characters, the pupil is practiced in these elementary sounds during several weeks.

Next follow the consonants placed *after* the vowels, and forming of significant words, as *af*, *of*, *Ruf*, *Ohr*, etc. "The main object here is rather mechanical readiness in speaking, than acquaintance with the meaning of words." Afterwards, syllables, are united into words, and these again into sentences.

What infinite patience is required in the course of instruction thus briefly sketched, in which the teacher's mouth, the looking-glass, and the constant watching and feeling of the position of the tongue, must be relied on to supply the loss of hearing, a few of the mistakes into which the pupils are most apt to fall, will be sufficient to show. We may commence with the letter *h*. It is a mere emission of breath, but yet must be made in a certain fixed manner. In attempting to imitate the teacher, the pupil not unfrequently makes a sound, instead of an aspiration, or places his tongue in such a position as to make a wrong aspiration, or sends the air through the nose. The remedy consists, for the first mistake, in placing the pupil's hand under his own chin, and then under the teacher's, and making him perceive that there must be no vibration; for the second, in pressing the tongue into the right position by means of the paper-folder; and for the third, in pressing the pupil's nose, and preventing the passage of the air in this direction. This must be repeated, until the pupil has acquired the habit of instantly recollecting the proper position, on the one hand, and the mechanical expertness necessary to secure it, on the other other.

In passing next to vocal sounds, as the deaf-mute has no ear to guide him, either in respect to pitch or intonation, he can be expected, in many cases, to utter only those which are rude and unpleasant. Sometimes these sounds are so high as be almost a scream; sometimes so low as to be little better than a growl, and sometimes extremely nasal. To remedy these defects, even very imperfectly, is a work, as all confess, of time and labor.

The sound of the vowel *a* (*ah*) is generally attended with less difficulty than any other to the deaf-mute Still, if he opens his mouth too wide, or lifts his tongue to high, he is sure to make an incorrect sound. Such cases occur ; and here the looking-glass, the folder and the teacher's mouth, must again be brought into active requisition,

The vowel *i* (*ee*) not unfrequently makes a great deal of trouble, but "one must not lose courage if he does not at once succeed." * The letters *p*, *t*, *k*, are often difficult for the less competent deaf-mutes. Such mistakes as *mpe* instead *pe*, *me* instead of *pe*, *t*, *ch*, and *ng* instead of *k*, are of frequent occurrence. *R* is for many the most difficult sound. Indeed there is not a sound in the whole alphabet, which has not to the deaf and dumb its peculiar difficulties, and does not subject them to the danger of mistake. In respect to the sounds peculiar to the German language, represented by *ö* and *ü*, the attempt to teach their correct pronunciation is seldom if ever made. Contenting themselves with the remark that these sounds are often confounded, by those who hear, with *e* and *i*, the teachers wisely allow their pupils to say *Mehre* for *Möhre*, *Bicher* for *Bücher*, &c.

The union of different letters in one word, and the modifications in sound which hence result, constitute a still further difficulty. A long time is usually requisite, in order to bring the slow-moving organs of the deaf and dumb, to the necessary quickness, in pronouncing the *short vowels*. Sometimes they pronounce *i* (*ee*) and *o* like *ä* and *u* (*oo*). Sometimes they actually drop them. A very frequent mistake is, the too great prominence given to the consonants e. g.—*w*, *m*, *n*, *l*, *r*, when connected with the short vowels, which "of course renders the sound very unpleasant and unintelligible." The union of consonants, without an intervening vowel, which demands for their pronunciation much exercise and flexibility of the vocal organs, constitutes a special difficulty for the unpractised organs of the deaf-mute. In pronouncing such syllables as *pla*, *tra*, *abt*, he is almost sure, either to separate the consonants, take breath between them, or interpose a vowel sound, as *pela*, *tera*, *abet*, &c.,

It would be tedious to follow out all the errors into which deaf-mutes in this toilsome process fall, and the particular directions given for endeavoring to rectify them. What has already been said, will be sufficient to show, that this process is correctly called by the German writers, *mechanical speaking ;* that much time must necessarily be devoted to it. and that with the greatest efforts, only a defective utterance can be reasonably expected, even under the labors of the most experienced instructors.

2. METHOD OF INSTUCTION IN READING ON THE LIPS.

This branch of instruction, though carried on at the same time with articulation, has difficulties of its own, which are confessed by the German teachers to be peculiar and great. As the former exercises have for their object, the enabling of the deaf-mute to express his own ideas in articulate language *to* others, it is the object of this to teach him to understand what is said *by* others, by

* Hill ; Mech. Speech. 83.

watching the motions of the lips. How formidable the attempt,--well for the deaf-mutes in the German schools that they are imperfectly aware of it,--will appear, from considering the following circumstances, mentioned by the German teachers themselves.

(1.) There are many sounds, which demand positions of the organs so entirely similar to each other, as it respects external observation, that only a *very* practiced eye can discover the difference.

(2.) No peculiar opening of the lips is necessary, in the pronunciation of most of the consonants. In such cases it is usually decided by the vowel immediately preceding, and as the lips then conceal, for the most part, the interior of the mouth, the scholar must hence, in respect to many consonants, remain in uncertainty.

(3.) In the flow of discourse, sounds run so much into one another, that only a very practiced eye can seize hold of the individual parts.

(4.) The pronunciation of different persons, has to the eye so many variations, as sorely to puzzle the deaf and dumb.

(5.) In connected discourse, many sounds which properly belong to words are lost, which greatly increases the difficulty of understanding by means of sight. For instance, in the sentence, *this singer ran nineteen miles*, few persons pronounce so distinctly as to make the *s*, *r*, and *n* twice perceptible, even to the ear, much less to the eye.

So great are these difficulties, both singly and in combination, that it is not pretended that deaf mutes ever become able, in ordinary discourse, to make out each word, or perhaps the greater number. All they do is to make out a few and guess at the remainder. This was distinctly told me by the most accomplished reader on the lips whom I saw in Prussia.

Method of Instruction. In learning to utter sounds himself, the deaf mute has the aid of two senses, sight and feeling ; in learning to read on the lips, however, he must trust exclusively to his eye. Hence the need of special exercises in this department. The following may be pointed out as the most noticeable things in such a course :—

(1.) At first, the teacher speaks as slowly as possible, opens his mouth wide, and distinctly utters every sound. The consequence is, as I have had repeated occasion to observe, that the pronunciation of many teachers to their scholars is very unnatural, and such as is *never* heard in society. This probably is one reason also of the unnaturalness observable in the pronunciation of even the educated deaf-mutes, which I shall presently have occasion to notice.

(2.) The most experienced teachers divide the sentences they utter into small groups of words, with pauses between them. Sometimes this division goes so far as the making of a pause after every word or even syllable.

(3.) Occasion is taken as often as possible, to make speaking a medium of communication.

(4.) The pupil is generally required to repeat after the teacher, either silently or aloud.

(5.) Where the pupil fails to catch the word, it is either written in the air or on a slate, to aid him. A few teachers use the manual alphabet for this purpose.

To the ignorance that prevails as to the amount of deprivation under which the deaf and dumb suffer—the silent and unobtrusive nature of which, unlike other infirmities which on first sight attract attention—may be ascribed the apathy and indifference which have been manifested towards this class of earth's unfortunates. It not unfrequently happens that deaf-mutes live from childhood to manhood in one's immediate vicinity without knowledge of their condition.

When the humane feeling prompted us to open a school for their instruction, we met considerable opposition, and was refused support on the ground that the number of this class being so small—would not justify the expenditure consequent upon the enterprize ; but further enquiry revealed the deplorable fact that there were 32 in this City of Toronto, and 632 in the Upper Province. The importance, therefore, of diffusing information on a subject so very little understood is apparent to every reflecting mind, affecting, as it does, the temporal and spiritual well-being of so large a portion of our fellow-creatures.

The statistics of the deaf and dumb and the blind of this Province given in the census returns of 1861, show that we have 632 deaf-mutes and 473 blind,* who silently utter, in the language of the heart, "Come over and help us"—to which pathetic appeal we respond—"*Am I my brother's keeper.*"

The following table, showing the number of deaf and dumb and blind in the cities and counties of Canada West, may direct special local attention to the necessity of making some provision for their education :—

*The writer entertains grave doubts as to the correctness of the Census Returns in relation to the number of deaf-mutes in the Province. He has met in three Townships in Middlesex the number given for that County. Parents conceal this infirmity in their offspring. The proportion of deaf and dumb in Canada West to the population is the lowest in the world, 1 in 2260. In Europe it is 1 in 1550.

DEAF AND DUMB AND BLIND IN CANADA WEST.

CITY OR COUNTY.	Deaf and Dumb.	Blind.	No. under instruction at School.
A. Hamilton City	5	6	..
B. Kingston City	4	4	..
C. London City	5	5	..
D. Ottawa City	8	4	..
E. Toronto City	36	29	6
1. Brant	7	10	..
2. Bruce	13	10	1
3. Carleton	16	9	..
4. Dundas	8	1	..
5. Durham	15	10	..
6. Elgin	22	6	..
7. Essex	18	8	..
8. Frontenac	13	16	..
9. Glengary	14	11	..
10. Grenville	19	10	..
11. Grey	7	12	1
12. Haldimand	3	8	..
13. Halton	9	14	..
14. Hastings	14	14	..
15. Huron	15	5	..
16. Kent	8	13	..
17. Lambton	6	6	..
18. Lanark	26	20	..
19. Leeds	23	17	..
20. Lennox and Addington	13	12	..
21. Lincoln	14	12	..
22. Middlesex	21	8	1
23. Norfolk	10	11	1
24. Northumberland	15	8	..
25. Ontario	15	7	..
26. Oxford	6	10	1
27. Peel	16	14	1
28. Perth	16	10	..
29. Peterborough	24	10	4
30. Prescott	5	7	..
31. Prince Edward	12	11	..
32. Renfrew	9	4	..
33. Russell	4	1	..
34. Simcoe	18	5	2
35. Stormont	18	6	..
36. Victoria	11	10	1
37. Waterloo	28	19	1
38. Welland	5	16	..
39. Wellington	16	17	1
40. Wentworth	15	12	..
41. York	24	12	3
42. Algoma District	1	3	..
43. Nipissing District	..	..	..
TOTAL	630	473	24

When we compare the census returns of 1851, which give 450 deaf and dumb, with the returns of 1861, we find a considerable increase—even a greater proportion than the increase of population. This melancholy fact directs our attention to the necessity of giving a very brief sketch of the causes which operate to produce this fearful malady, amongst which consanguineous intermarriages, or marriage of blood relations, is the most prolific.

There has, for the last few years past, been a very strong feeling in the community with regard to the marriage of relatives, as the result of investigations upon this subject show, in a most striking manner, the sad consequences of such connections. It is estimated that from 25 to 30 per cent. of deaf-mutes are the children of first cousins—a fearful warning this to those who entertain a notion of forming an union of this kind.

By a close observance of the laws which govern and regulate life and health — a proper universal care of mothers and children, and by a law prohibiting the marriage of cousins, the number of deaf-mutes might be greatly diminished—probably one-half, possibly three-fourths. It is a point which is certainly worthy of the most careful attention, and the evil should be met by a stringent law if it cannot be prevented by milder measures. I give an extract from my work—"SUFFERING HUMANITY," on consanguineous intermarriages, with the view of directing special attention to the subject. I have met in two counties in this Province 37 deaf-mutes, 7 idiots, and two cases of *hemeralopia*, or blindness after sun-set, the offspring of cousins.

CONSANGUINEOUS INTERMARRIAGES.

It is not disputed that the intermarriages of near relations—even in cases not prohibited by the moral law, ought to be avoided as much as possible. In the present day there can certainly be no difficulty in attending to this precept, as the world is wide, and there is (to use a commercial phrase,) a large assortment to select from. Then where is the necessity for contracting marriages so contrary to all the conclusions of reason and observation. The case of the seven brothers who, in 1795,

immigrated to an unsettled part of Canada, four of whom, after a short residence, were reluctantly obliged to return to the States and select their cousins for helpmeets, has a feasible pretext on the face of it; but the time has gone by when these abuses ought to be tolerated. There is now no compulsory confinement within walled towns, in exclusive neighborhoods, or in small, isolated, or unvisited islands, where the continuous intermixture of the same families has proved beyond contradiction the bad consequences of such a state of society.

It is a well-known fact that by the union of youth and age the latter is the gainer, and by consequence the former must be the loser. Similar reasons will apply where two equally deteriorated constitutions are united—as if rightly matched, (*i.e.*) a weak with a strong—the weak would be benefitted in health, strength, and therefor longevity; so by the ill-advised alliance of those too near of kin, each party suffers, and the release of one from the uninvigorating proximity of the other, is too frequently effected by the premature decease, *from very slight causes*, of one of the offending victims of thoughtlessness. Not to multiply cases, of which several have come under our observation, and to some of which our attention has been specially directed by the suffering party, I would instance that of *

* * * * * * * * * *

who, though possessed of apparently vigorous and healthy constitutions, yet succumbed to a typhoid fever, because his constitutional vigor was impaired—the result of intermarriage with his cousin. Does it not stand to reason, that individuals composing unions of this kind, like pear or apple trees grafted with their own stock—should not, to say the least, improve in their constitutional vigor. Intermarriage of blood relations not only produces deaf-dumbness, but blindness, idiocy, feebleness, of constitution, insanity, the premature death of children, and very often one of the parents.

In some solitary cases, if the soil and plants are both possessed of flourishing vigor and of the highest qualities, the grain will not, for at least two seasons, deteriorate. So in man, if the husband and wife possess good organic and functional qualities, their offspring may not be so much deteriorated below the ordinary standard of those in the same country, yet they are uniformly inferior to what they would have been, if the parents had united with strangers in blood of equal vigor, both mentally and physically.

The case is very bad if the parties who enter into these consanguineous inter-marriages have any peculiar tendency of mind, or nervous debility: these qualities appear in their offspring in an aggravated form.

We have known many cases in which the intermarriage of cousins has brought misery into their families by the various

kinds of deprivation, to which their children were victims. We find families where there is an imbecile, or where several of the children have the most marked nervous peculiarity to which the parents and ancestors were strangers, and for which there seems to be no plausible reason, except that their parents were cousins. And that such unions tend to deteriorate the physical and mental qualities of their offspring, because in direct opposition to the laws of nature, every intelligent mind will admit, when it is known that the same law holds good in the animal and vegetable kingdoms.

Do not gardeners take precautionary measures to prevent the male and female blossoms of the same plant from breeding together, this being found to hurt the breed of vegetables? Do not fowl fanciers, when desirous of producing a small-sized class of pigeons, breed *in-and-in* to effect this unnatural result. The breeders of stock are also careful on this point. On a similar principle it is found very injurious to agriculture to sow grain of the same stock in constant succession on the same soil. If sheep be continuously produced from the same flock, they will, in a few years, have horns, and wear out.

Out of 25 pupils at present in the Toronto School, there are 7 who are the offspring of cousins.

The Irish Commissioners' Report under this head is as follows :—

"Among the predisposing causes of hereditary disease, the too close consanguinity of parents has long been looked upon as paramount; and consequently an enquiry was made as to its probable effect in producing deaf-dumbness. Returns of this nature must be expected to be deficient; still, 170 instances were recorded, in which the parents were related in the degrees of second or third cousins. The result of these intermarriages was 109 cases of *one* in a family deaf and dumb, of which 94 were congenital and 5 acquired, 3 were dumb only, and 7 dumb and idiotic.

"Thirty-seven cases of congenital and one of acquired deaf-dumbness occurred where two of the family were affected, including four out of the fifteen cases of twins already specified; of the remainder, seventeen instances occurred in which *three* of the same family, and three where *four* in the one family were deaf and dumb. In one of the instances, *six* in the family were deaf and dumb, and in the cases of both, seven and eight deaf and dumb in families, the parents were also nearly related."

Having, during the vacation of 1862, travelled through an eastern county of this Province, for the purpose of collecting information relative to the influence of Topographical Hygiene as one of the producing causes of deaf-dumbness, I accidentally met at an hotel a pious and good woman, whom I found to be the wife of an *uneducated* deaf-mute. In the course of conver-

sation, she endeavored to impress me with the belief that her husband entertained correct conceptions of the existence of a God of mercy, and of Jesus Christ, whom He hath sent to be a propitiation for the sins of the world, "having," as she stated, "obtained this knowledge from the instruction of his parents, through the medium of signs." On further enquiry, I found his ideas of God were crude, as will appear from the fact that on the death of one of his children, he made very anxious enquiry to know if his brother, who had died before his child, would take care of it in heaven till God would send for him. The heads of these families have, with much earnestness of manner, entreated us to raise a warning voice against such unnatural unions. In one family, four out of seven brothers married their first cousins, the melancholy result of which is witnessed in nine cases of deafness and idiocy in their offspring. Two other brothers of this family did not intermarry with cousins, and their children are free from the infirmities under which their cousins labor. Regardless of the consequences resulting from these unions, two sons of the latter who did not marry a cousin—influenced no doubt by hereditary predisposition—married first cousins: in one case a mutual separation took place, and both partners entered again into the marriage state with other persons. Other details in connection with this case are of too painful a nature to relate. In the second case the husband died at an early age, leaving a young widow to tell the sad tale that "she and her husband called one and the same woman, grandmother!" The saddest part of the tale of this unfortunate family remains to be told. One of the four brothers to whom reference has been made as having married a first cousin, had two deaf-mute daughters and a son, all of whom grew up in ignorance, in consequence of there being no schools for the deaf and dumb in C.W., and in due course entered into the bonds of matrimony with hearing and speaking partners, and we have heard of only one case of deafness among their offsping, consisting of fourteen children. This case did not lose hearing till after her marriage. She has two children, one of whom is idiotic.

We are cognizant of another case in the western part of the Province where there is a family of ten children, eight of whom are deaf and dumb. The maternal aunt of these deaf-mutes has, out of a family of, I believe, five children, three deaf-mutes. Here, then, are ten first cousins deaf and dumb by an unfortunate predisposition to marry blood-relations. There is another township in C.W. where there are six deaf-mutes, all the offspring of cousins. Legal measures should be taken to put a stop to these unions, for in two generations the number of deaf-mutes from the effects of hereditary transmission—as the intermarriage of cousins is one of the predisposing causes—will be fearful to contemplate.

The Paris correspondent of the N. Y. *World* says :—" Some interesting statistics were given at the meeting of the Academy of Science, a few days since, by Dr. Brochard, in relation to a matter which is now occupying a good deal of attention among the medical fraternity, the results of consanguineous intermarriages. Dr. Brochard states that during the last fifteen years in the Deaf and Dumb Asylum of Nogent-le-Rotrou—out of fifty-five children born deaf and dumb who were admitted, fifteen were born from first cousins, and one of the parents issued from first cousins. At Le Ferte Mesnard, in the department of the Seine, he mentions a family of eight children born of first cousins, four of whom were born deaf and dumb ; and in this family the singular fact occurs that the birth of each deaf and dumb child was followed regularly by that of one in possession of all the faculties. This last mentioned family is very poor ; but out of the other fifteen cases, eleven belonged to wealthy people, and four to day-laborers in ordinary circumstances. One, a very intelligent girl, is also afflicted with *hemeralopia*, or blindness after sunset. The others have brothers and sisters who hear and speak perfectly well except one. In all the cases the parents are well constituted, and nothing but the circumstances of consanguinity can have led to the imperfect organization of the children. Combining these results with those previously presented to the Academy by Dr. Boudin, it appears that in marriage within the limits of consanguinity, the births of deaf and dumb children are in the proportion of twenty-five to thirty per cent. A frightful warning this to young ladies and gentlemen who have any regard for their posterity, not to fall in love with their cousins."

The following extract from the *British Quarterly Review* is given with a view to direct special attention to the lamentable results which follow the intermarriage with cousins :—

" Popular opinion and scientific induction, equally lead to the impression that although one marriage between near relations may be unattended by evil consequences, immediately perceptive, yet it is very rare that the second or third is so innocent. There usually arises amongst the children resulting from such unions, a tendency to disorders, functional or organic, of the nervous system and of the nutritive organs, tending in the former case to unsoundness of mind, and, in the latter, to conditions bordering on scrofula or an allied affection."

M. Devay found in the children proceeding from 121 consanguine marriages, 22 cases of sterility, actual and virtual, 27 cases of various deformities and deaf-mutes. Dr. Boinet knew five idiots in five different families spring from this sort of marriage. A celebrated lawyer married to a cousin, lost three children from hydrocephalus. A manufacturer at Lyons, similarly married, had fourteen children, eight died of convul-

sions at an early age, only one survived, the remainder died of scrofulus affections.

In our own circle of acquaintances we know several families where there is an idiot child, or where several of the children have the most strongly marked nervous peculiarities to which the parents and ancestors are strangers, and for which there seemed to be no plausible reason, except that their parents were cousins, and that the families had been in the habit of intermarrying. *When shall we be wise?*

The consanguineous marriages in France is 2 per cent. of the whole population. Of their children 28 per cent. are deaf-mutes in Paris, 25 at Lyons, and 30 at Bourdeaux, while of the Jews 27 per cent. of the offspring of such marriages are deaf-mutes. In England 6 per cent. of such children born are deaf-mutes, which, when compared with other countries, shows that the English are careful on this point, and when they marry cousins, they are more distant.

TO TEACHERS AND PARENTS.

In teaching a deaf-mute, it is a matter of importance to become acquainted with the gestures with which he makes known his wants. Every person is aware of the bodily expressions of *fear*, *love*, *joy*, *hatred*, *sorrow*, &c. The infant at the breast can interpret a mother's smile or frown; and it is upon this instinctive mode of communication we lay the foundation of deaf-mute education.

The actions of eating, drinking, sleeping,—imitative of these operations,—can easily be interpreted; and if the deaf-mute be encouraged in the use of this language of pantomime, and the person who feels an interest in him be gifted with a moderate share of mimiery, he can with ease learn his language, and make it a test of comprehension between him and his pupil. Let it be observed that our signs are imitative signs of the different actions employed by man in the various duties of life.

We ignore the use of arbitrary signs altogether, and make it a point of paramount importance to associate the idea of the pupil directly with the written or printed word without making the sign an intermediary between the idea and its representative.

Deaf-mutes should be sent to a common school at the age of 9 years, and on no account earlier. Every effort should be made to promote their physical strength by open-air exercise, gymnastics, &c. They should have a *liberal dietary*, and kept in a cheerful mood. It is a very rare sight to see one of this class reach 54 years of age.

The graduated series of lessons contained in this work are intended for the instruction of young persons from 9 to 12 years of age.

2nd Edition to be Issued in January, 1864.

SUFFERING HUMANITY,

BY

JOHN BARRETT McGANN.

CONTENTS:

CHAPTER I.

The amount of privation which deaf-dumbness entails upon those of the human family thus afflicted—Proportions of Deaf-mutes to the populations of Europe, British America, and the United States—Causes which produce various proportions in various countries—Topographical and Special Hygiene—Influence of Climate, Soil, Locality, &c., on the proportion of Deaf-mutes to the population, and the production of deaf-dumbness.

CHAPTER II.

Degrees of deafness—Tangible percussion supplies the only intimation which has the slightest approximation to that of hearing—Dr. Ketto's sensations from the effects of tangible percussion—Congenital and Acquired deaf-dumbness—Causes which operate to produce Congenital and Acquired deafness—Results of Hereditary Transmision, or family peculiarities in the production of deaf children—Consanguineous Intermarriages—Constitutional Debility of Parents—Neglect of Hygienic Treatment of children—Influence of fear operating on the mind of the mother during pregnancy: are the causes to which this fearful malady is ascribed

CHAPTER III.

Proportion of Deaf-mutes and Blind in the Counties of Canada West and Canada East—Social Condition of the Deaf and Dumb in the States and in Canada—State of the Deaf-mute mind previous to receiving instruction.

CHAPTER IV.

Rise and Progress of Deaf-mute Education in Europe and America—System of Instruction, Discipline, and Scale of Dietary adopted in Great Britain and the States—Schools for Idiots, with a full description of the Processes of Instruction, both Physical and Mental, to restore them to society—The various systems pursued in the Education of the Blind.

PRICE 25 CENTS.

46LB5